

# Grade 4 Receptive Literacy – Reading and Listening Behavioral Objectives

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Reading Habits</b> _____ 1.061 Read independently at least 20 minutes every day to improve reading fluency (rate, expression, and accuracy) _____ 2.033 Read different kinds of texts including <b>poems</b>	<b>Reading Habits</b> _____ 1.062 Read independently at least 20 minutes every day to learn more about various topics _____ 2.032 Read different types of <b>nonfiction</b> such as autobiographies, informational books, diaries, and journals	<b>Reading Habits</b> _____ 1.063 Read independently at least 20 minutes every day and learn new vocabulary from that reading _____ 2.031 Read different types of <b>fiction</b> such as legends, novels, folklore, and science fiction	<b>Reading Habits</b> _____ 1.063 Read independently at least 20 minutes every day to learn new vocabulary _____ 2.034 Read different types of texts including <b>drama</b> (plays and skits)
<b>Vocabulary and Word Work</b> _____ 1.041 Increase vocabulary by reading lots of different kinds of texts, studying how words work, and following the writing process _____ 1.011 Figure out unfamiliar words by using what you know about base words, breaking words into syllables, and understanding contractions <div>1.021 Figure out what words <b>mean</b> by applying the meanings of these suffixes (-er, -est, -ly, -y) and these roots (tele, rupt)</div>	<b>Vocabulary and Word Work</b> _____ 1.042 Increase vocabulary by reading lots of different kinds of texts, participating in discussions, and learning multiple meanings of words <div>1.022 Figure out what words <b>mean</b> by applying the meanings of these suffixes (-er, -or, -ist, -able) and these roots (sign, spect)</div> _____ 1.031 Use context clues to figure out the meanings of unfamiliar words _____ 1.03 Identify key words in nonfiction texts and determine what they mean _____ 1.051 Use the glossary to learn about new words in nonfiction text	<b>Vocabulary and Word Work</b> _____ 1.043 Increase vocabulary by participating in book clubs, studying how authors use words, learning about synonyms (words that mean the same thing), antonyms (opposites), and homonyms (i.e., too, to, two) _____ 1.012 Figure out unfamiliar words by using what you know about dividing words into syllables (i.e., VC/CV) and changing y to i when adding a suffix <div>1.023 Figure out what words <b>mean</b> by applying the meanings of these prefixes (re-, mis-, ex-, pre-, con-, com-) and suffix (-ible)</div> _____ 1.031 Use context clues to figure out the meanings of unfamiliar words _____ 1.052 Use a thesaurus to identify synonyms and antonyms of certain words	<b>Vocabulary and Word Work</b> _____ 1.044 Increase vocabulary by reading lots of different kinds of texts, studying how words work, participating in seminars, and writing for learning _____ 1.013 Figure out unfamiliar words by using what you know about dividing words into syllables (i.e., V/CV, VC/V, and three syllable words) and silent consonants (i.e., kn, gn, mb) <div>1.024 Figure out what words <b>mean</b> by applying the meanings of these roots (graph and tract)</div> _____ 1.053 Use the glossary, dictionary, and thesaurus to check the meaning of new words
<b>Comprehension and Connections</b> <b>Before and During Reading Strategies</b> _____ 2.027 Explain why you choose what you will read and tell what you hope to find out <div>2.0261 Preview stories and make predictions about the characters, setting, problem, or major events before reading</div> <div>During Reading Strategies</div> <div>2.022 make predictions</div> <div>2.025 make connections</div> <div>2.023 ask questions</div> _____ 2.091 Ask questions when listening to others <div>2.01 Use fix-up strategies when what you read doesn't make sense (reread, check other sources, ask for help, put ideas in own words, ask yourself or the author questions)</div> <div>2.0262 Preview nonfiction text features (title, headings, subheadings, captions) and predict the topic and main ideas of the selection</div> _____ 2.021 Preview nonfiction text and set a purpose for reading based on what you already know about the topic and the information you learned from previewing the text features _____ 2.0331 Read and understand different kinds of poetry like haiku and concrete poems _____ 2.0411 Identify examples of figurative language in poetry and explain what they mean (i.e., similes, metaphors, and imagery)	<b>Comprehension and Connections</b> <b>After Reading Strategies with Expository Text</b> _____ 3.015a Recognize different types of nonfiction texts such as autobiographies, informational books, and diary or journal entries <div>3.05 Find similarities and differences in the information found in nonfiction texts comparing the text features of graphs, charts, and maps and the information in the body of the text</div> <div>Main Ideas and Supporting Details</div> <div>2.043 Determine the main ideas and supporting details in nonfiction text and show where they are in the text</div> <div>2.061 Summarize the main ideas of nonfiction text so that you can remember what is important</div> _____ 2.092 Paraphrase what was said by saying it in your own words when listening to others _____ 2.023 Ask questions that help you think more deeply about what you read after reading a selection <div>2.024 Locate information in nonfiction text that answers the question, "What do you want to learn?"</div> <div>2.05 Make inferences, draw conclusions, and make generalizations about what you read, pointing out from where in the text you based that conclusion</div>	<b>Comprehension and Connections</b> <b>After Reading Strategies with Narrative Text</b> _____ 3.015b Recognize different types of fiction texts like legends, novels, folklore, and science fiction <div>Story Elements</div> <div>Understand these story elements:</div> <div>2.041 plot 2.046 conflict</div> <div>2.042 theme 2.048 mood</div> <div>2.0432 main idea and supporting details</div> <div>2.062 Summarize main ideas of stories and find examples in the text to better understand and remember what you read</div> <div>2.023 Ask questions that make you think deeply about what you have read after reading fiction texts</div> <div>3.012 Identify characters' motivation or the reason they act as they do (i.e., greed, fear, curiosity)</div> <div>3.02 Analyze the characters, the events, and the plots in the same story and compare these elements between stories, finding examples in the text</div> <div>2.045 Identify a character's point of view or the author's point of view and find examples in the text to support your opinion</div> <div>3.014 Look at a situation or problem from the points of view of different characters</div> <div>3.016 Make inferences or draw conclusions about characters, events, and themes</div> <div>2.044 Interpret the author's choice of words</div> <div>3.011 Analyze the impact of the author's word choice on the story</div> <div>3.03 Consider how the author's word choice and the illustrations bring characters to life, enhance the plot, and produce a response from the reader</div>	<b>Comprehension and Connections</b> <b>Understanding Drama and Researching a Topic</b> <div>2.0341 Read and understand plays and skits</div> <div>2.094 Listen carefully to others and try to identify the speaker's purpose</div> <div>2.093 Listen to others and interpret what was meant by paying attention to both the speaker's words and body language</div> <div>2.07 Determine if the information or ideas from a text is useful in answering your questions</div> <div>2.08 Check out what the author means in a text or whether an author's statement was accurate by comparing the information to other texts</div> <div>3.04 Recognize advertising techniques in order to make informed judgments about what you buy</div> <div>3.06 Research a topic by developing guiding questions and exploring a variety of resources (articles, internet, almanac, encyclopedia, informational books)</div> <div>2.092 Listen carefully to others and summarize what was heard by paraphrasing or saying it in your own words</div> <div>2.091 Listen carefully to others and ask questions of the speaker</div>

# Grade 4 Expressive Literacy – Writing and Speaking Behavioral Objectives

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Writing Variety	Writing Variety	Writing Variety	Writing Variety
<input type="checkbox"/> 4.071 Write a variety of different types of texts including rules, instructions, journal entries, stories, and poetry by either selecting the topic or form <input type="checkbox"/> 4.041 Write and share stories and poems <input type="checkbox"/> 4.025 Use discussion to make decisions <input type="checkbox"/> 4.027 Use discussion and writing to explain own learning	<input type="checkbox"/> 4.072 Write a variety of different types of texts including nonfiction, diaries, and learning logs by either selecting the topic or form <input type="checkbox"/> 4.041 Write and share personal narratives <input type="checkbox"/> 4.091 Write learning log entries, letters of complaint, and letters of request <input type="checkbox"/> 4.026 Ask open-ended questions <input type="checkbox"/> 4.024 Use discussion and writing to solve problems	<input type="checkbox"/> 4.028 Retell stories or recount events <input type="checkbox"/> 4.073 Write a variety of different types of texts including personal and imaginative narratives by either selecting the topic or form <input type="checkbox"/> 4.092 Write personal and imaginative narratives <input type="checkbox"/> 4.043 Share own stories with others <input type="checkbox"/> 4.022 Discuss an idea in both speaking and writing	<input type="checkbox"/> 4.074 Write a variety of different types of texts including skits and research reports by either selecting the topic or form <input type="checkbox"/> 4.044 Make presentations <input type="checkbox"/> 4.093 Write research reports <input type="checkbox"/> 4.03 Use visual aids in presentations in order to keep the audience engaged and to accomplish the purpose <input type="checkbox"/> 4.023 Interview others

## Content Features

<input type="checkbox"/> Focus	<input type="checkbox"/> Focus	<input type="checkbox"/> Focus	<input type="checkbox"/> Focus
<input type="checkbox"/> 5.083 Stay on topic in a conversation <input type="checkbox"/> 4.061 Write clearly with main ideas	<input type="checkbox"/> 4.062 Stay focused on the topic when writing Write multiple paragraphs with: <input type="checkbox"/> 5.041 topic sentences <input type="checkbox"/> 5.042 concluding sentence that relates to the topic	<input type="checkbox"/> 4.063 Stay focused on the topic when writing and include specific and relevant details	<input type="checkbox"/> 4.064 Stay focused on the topic when writing and include specific and relevant details, following a prewriting plan

<input type="checkbox"/> Organization	<input type="checkbox"/> Organization	<input type="checkbox"/> Organization	<input type="checkbox"/> Organization
<input type="checkbox"/> 4.051 Come up with own ideas for writing and organize ideas by brainstorming or discussing with a peer <input type="checkbox"/> 5.043 Write multiple paragraphs with ideas that make sense and flow from one to the next <input type="checkbox"/> 4.082 Review writing and make it better by changing the order of events or ideas	<input type="checkbox"/> 4.052 Come up with own ideas for writing and organize ideas by completing a web <input type="checkbox"/> 5.0811 Retell nonfiction in a logical order <input type="checkbox"/> 4.082 Review writing and make it better by adding or changing transition words <input type="checkbox"/> 4.021 Present information clearly in both speaking and writing	<input type="checkbox"/> 4.053 Come up with own ideas for writing and organize ideas by completing a story map <input type="checkbox"/> 5.0812 Write using a logical sequence <input type="checkbox"/> 5.082 Pay attention to the time order of events in own writing	<input type="checkbox"/> 4.054 Come up with own ideas for writing and organize ideas by reading and taking notes <input type="checkbox"/> 4.101 Use the computer to gather information (internet or database) and to organize information into a table or spreadsheet

<input type="checkbox"/> Support and Elaboration	<input type="checkbox"/> Support and Elaboration	<input type="checkbox"/> Support and Elaboration	<input type="checkbox"/> Support and Elaboration
<input type="checkbox"/> 5.031 Use simple and compound sentences to add elaboration to a topic	<input type="checkbox"/> 4.085 Review and improve own writing by making what is written clearer or easier to understand	<input type="checkbox"/> 4.086 Review and improve own writing by deciding if it has enough details and if the details are important to the topic	<input type="checkbox"/> 5.042 Write multiple paragraphs with enough important details <input type="checkbox"/> 5.045 Write multiple paragraphs with elaboration (an idea is well developed with details or examples)

<input type="checkbox"/> Style	<input type="checkbox"/> Style	<input type="checkbox"/> Style	<input type="checkbox"/> Style
<input type="checkbox"/> 4.081 Review own writing and make it better by improving the words used (precise vocabulary)	<input type="checkbox"/> 4.084 Review own writing and make it better by starting sentences in different ways (sentence fluency)	<input type="checkbox"/> 4.081 Review own writing and make it better by improving the words used <input type="checkbox"/> 4.084 Review own writing and make it better by starting sentences in different ways	<input type="checkbox"/> 5.033 Review own writing and make it better by using adverbs appropriately

## Conventions

<input type="checkbox"/> Conventions	<input type="checkbox"/> Conventions	<input type="checkbox"/> Conventions	<input type="checkbox"/> Conventions
<input type="checkbox"/> 5.035 Correctly use coordinating conjunctions (and, but, or, nor, for, so, yet) <input type="checkbox"/> 5.011 Capitalize the names of languages and musical compositions <input type="checkbox"/> 5.012 Correctly use commas in a series (i.e., <i>the ball, the bat, and the glove</i> ) <input type="checkbox"/> 5.051 Check spelling by asking, "Does that look right?" <input type="checkbox"/> 5.091 Use handwriting (cursive) that others can easily read	<input type="checkbox"/> 5.024 Keep the subject(s) in sentences consistent (i.e., nouns and pronouns: <i>The boys.... They....</i> ) <input type="checkbox"/> 5.061 Reread own writing and check for misspelled words, referring to a glossary if necessary <input type="checkbox"/> 5.013 Capitalize the names of nations (i.e., <i>England, Canada, France</i> ) <input type="checkbox"/> 5.014 Use a comma in direct address ( <i>Frankie, where have you been?</i> ) <input type="checkbox"/> 5.022 Use the correct form of the verb to match the subject ( <i>he runs, NOT he run</i> ) <input type="checkbox"/> 5.034 Correctly use prepositions (i.e., <i>he, she, her, his</i> )	<input type="checkbox"/> 5.052 Check spelling by using what you know about related words or word parts and their meaning(s) <input type="checkbox"/> 5.015 Use commas and quotation marks correctly in dialogue ( <i>"Get out of here," the boy screamed.</i> ) <input type="checkbox"/> 5.023 When writing, stay in either present or past tense ( <i>I walked down the street. There I saw [not see] a bird.</i> ) <input type="checkbox"/> 5.032 Correctly use verbs that don't follow the rules ( <i>I saw, NOT I seed</i> ) <input type="checkbox"/> 5.062 Read own writing and use a dictionary or thesaurus to correct some misspelled words <input type="checkbox"/> 5.07 Use a rubric or checklist to proofread and check own writing for errors	<input type="checkbox"/> 5.063 Read over own writing and use resources in the classroom (such as spell check) to correct most misspelled words <input type="checkbox"/> 5.016 Use apostrophes correctly in possessives ( <i>the cat's string – one cat; the cats' string – more than one cat</i> ) <input type="checkbox"/> 5.021 Correctly use pronouns in place of nouns ( <i>he, him, her, his, them, etc.</i> ) <input type="checkbox"/> 4.102 Use technology tools to present information (i.e., power point, spreadsheet) <input type="checkbox"/> 5.092 Use word processing to create writing others can read

### Directions for Documenting Writing (Expressive) Proficiency

The level of proficiency of these writing objectives should be demonstrated through the development of the features of effective writing. As each objective is demonstrated by the student, place a check ✓ on the line preceding the objective number. At the end of each quarter, determine the level of proficiency of each feature as demonstrated in multiple writing samples and record that level in the box ☐ preceding the feature.

